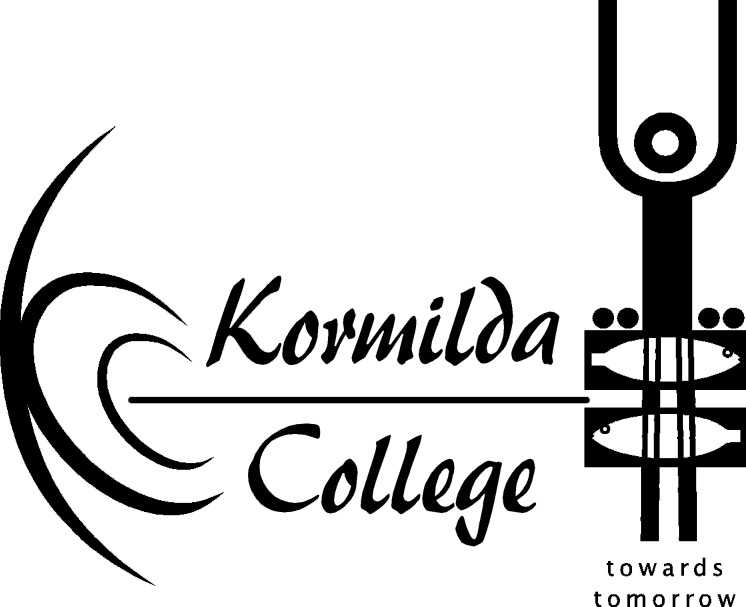
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| **TITLE:** | Assessment Policy | | |
| **RELEVANT TO:** | All students | | |
| **RESPONSIBLE OFFICER:** | Assistant Principal Teaching and Learning | | |
| **DATE MODIFIED:** | October 2011 | | |
| **TERM:** | 3 years | | |
| **REVIEW DATE:** | October 2014 | | |
| **ENDORSED BY:** |  | **DATE:** |  |

**1. MISSION STATEMENT:**

Kormilda College, from its **Christian foundation** and commitment to **excellence**, seeks to inspire its students to be **life-long learners** who act with **compassion and justice** through their **understanding** of others, and who develop the **wisdom and courage** to shape the future.

**2. CONTEXT:**

The College acknowledges that there are a variety of purposes for assessment. These include;

* Monitoring of student progress
* Provision of feedback to students,thus allowing them to learn from their point of error
* Provision of feedback to staff on the efficacy of their teaching programme
* Provision of feedback to parents regarding their child’s progress
* To allow for grading of students according to criteria explicit in the International Baccalaureate Middle Years Programme,the Northern Territory Certificate of Education and the International Baccalaureate Diploma Programme.

This policy exists to set boundaries for academic staff and to provide guidelines for fair and equitable processes for in assessment practices.

**3. PURPOSE:**

To manage the use of assessment across the College in order to ensure consistent and fair practice by all staff.

**4. DEFINITION :**

**Grading System**

A teacher’s task at the end of a unit/term/semester/year is to assess a student’s performance over the whole of that period in accordance with set criteria

In the IB Middle Years Programme. Year 7 teachers should refer to the Assessment Criteria within their specific subject guide. Teachers should also refer to the document ‘Kormilda College Modified Criteria’ for their subject area.

In the NTCET teachers should refer to their specific subject syllabus documents for the Assessment Criteria.

International Baccalaureate teachers need to check the most recent subject report for their area to find the grade boundaries for their subject. These are available from the IB Coordinator. They should also use the specific criteria sheets for their specific subject.

The following descriptors are used by the IB to describe the grade for overall achievement in their subjects.

**7** = excellent **6** =very good

**5** = good **4** = satisfactory

**3** = mediocre **2** = poor

**1** = very poor

**Malpractice**

The following definitions have been adopted from the IBO and are taken as the accepted definitions of malpractice at Kormilda College. Malpractice is behaviour that results in, or may result in, a student or any other student gaining an unfair advantage in one or more assessment components. Malpractice includes the following.

(a) **Plagiarism**: this is defined as the representation of the ideas or work of another person as a student’s own.

(b) **Collusion**: this is defined as supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another.

(c) **Duplication of work**: this is defined as the presentation of the same work for different assessment components across different subject areas.

(d) **Any other behaviour that gains an unfair advantage** for a student or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from students about the content of an examination paper after a written examination).

* Any student who engages in any form of malpractice shall fail that component of the course and the parents must be contacted. Resubmission can be negotiated only if the malpractice is the result of a poor understanding of correct procedures and that this is proven to the satisfaction of the appropriate Head of Faculty.

**5. PRACTICES :**

The College encourages all staff to understand the importance that assessment plays in the teaching/learning cycle. Assessment can be either formative or summative. While the distinction between these two may be of greater significance in the Senior School, it is imperative that students are always aware of the nature of and criteria for their assessment, especially with regard to summative pieces, as it is the latter that will receive a formal mark.

The nature of good teaching is such that a large portion of our efforts is best directed to teaching at the point of error. Thus a student’s work is usually in a state of “becoming” rather than a fixed product for a certain time and date. Spelling, for example, is best taught from the point of error rather than from de-contextualised spelling lists. Work handed back to students with spelling errors either noted or corrected only has value if the errors are pursued with the student. Thus assessment has a purpose beyond the mere recording of a mark. Ultimately, however, our final assessment has to reflect a student’s ability, effort and performance over a whole course. How best to do this is a contentious issue, with the argument of “exams v continuous assessment” being a focal point for debate. Bearing in mind the need to balance the demands of good teaching and fair assessment, teachers at Kormilda are asked to observe the following:

Teachers of the MYP are reminded that this programme values the use of a variety of assessment strategies. Reference to these is made within the assessment section of the IB Publication MYP: From Principles to Practice. There should be opportunity for peer assessment and self assessment within this programme.

* Assessment tasks should contain reference to specific assessment criteria, developed from the relevant IBO, SACE Board or VET documentation.
* Assessment tasks should encourage student response beyond the mere ‘recount’ level. Responses should be sought that reflect a student’s ability to

1. demonstrate knowledge
2. demonstrate understandings
3. apply knowledge and understandings
4. analyse knowledge and understandings
5. synthesise knowledge and understandings
6. evaluate and make judgements.

Thus an assessment task that merely asks a student to, for example, “Describe the Life-Cycle of a flea” or “Recount the Battle of Waterloo” is unsatisfactory, as it involves no individual reflection on the part of the students, and invites plagiarism via Google or a similar resource.

* It is recommended that teaching staff use the generic form when setting out assessment tasks. This is available on the staff Intranet.
* Please ensure that individual students, especially those with skills markedly above or below the class “norm”, are helped to formulate assessment tasks appropriate to their ability. It is essential that all assessment tasks are differentiated this way whenever possible. The Learning Support Team are available to assist in this process.
* Over the course of a unit/term/semester/year students should be allowed to present their best work for final assessment. This is the spirit and practice of assessment throughout the school. Thus not every piece of work should necessarily be part of your final assessment, but rather a reasonable majority. Your class specific requirements in this regard should be made clear to your students, as should all matters concerning assessment.
* Teachers should attempt to address problems with incomplete work as early as possible in the course. If there is a requirement for certain work to be completed before class progress can be made the teacher should consider the following options:

1. Is the non-completion of the work due to the inappropriateness or level of difficulty of the task? If so, this then becomes a teaching problem on a one-to-one basis with the student experiencing difficulty.
2. Is the non-completion of work due to social problems with the student outside the school? If so, this becomes a counselling issue with the appropriate people and should be reported on a Record of Concern form and lodged with the appropriate school.
3. Is the non-completion of work due to the student’s deliberate refusal to submit the work? If so, this becomes an issue for discussion between student/school/parents; in the event of no resolution, the student has chosen to fail. This should also be reported on a Record of Concern form and lodged with the appropriate school.

* Where possible, work produced for assessment should be redeemable, unless external course requirements specifically prohibit this.
* School holiday periods are obviously well suited to revision and catch-up, especially for senior school students. Assignment work should not be set for specific completion during holiday periods.
* In the same way that assessment tasks are discussed with students prior to their completion, please ensure that some discussion takes place with students after work has been handed back. In many ways that is the point at which assessment begins to assume its real value. The underlying philosophy in this and other statements in this document is that assessment is NOT an end in itself, but just one of many useful tools at a teacher’s disposal.
* Contact should be made with the parents of a student who has failed to hand in assessment items and a Record of Concern form completed for the relevant School. An Academic Detention should be issued to students who fail to meet the deadline.
* Opportunities for peer assessment should be built into the assessment pieces for classes across the year.
* Teachers should make themselves aware of the different processes and policies for the curriculum they are teaching. For the IB these are found in the publications MYP: From Principles to Practice and the Diploma: From Principles to Practice and the SACE Board Assessment and Reporting Guidelines.

**6 PROCEDURES**

**Deadlines**

* At the discretion of the Head of Faculty, assessment tasks can be negotiated with students both in terms of content and deadlines which may be negotiable up to the **day preceding** the due date.
* In the case of lengthy assignments, many students will need help in formulating and sticking to “intermediate deadlines” en route to their final deadline.
* Teachers should ensure that students are advised in writing of all deadlines. In addition, Heads of Faculty will ensure that all assessment due dates and assignments are available to parents on the College website.
* Unless otherwise specified by the teacher in writing, close of business of a due date is 4.00pm on that day. Both Middle and Senior School offices are open until that time and able to accept assignments which are then recorded.
* Senior School students are required to submit a medical certificate if they are absent due to illness on the day an assessment item is due. For Middle School students a note from a parent is sufficient.

**Academic Detention**

* If a student fails to hand in an assessment item on the due date they shall be given 24 hours in which to complete and hand in the assessment task. Teachers will contact parents of students who have failed to hand in work by the original due date to inform them of this. They should also inform the student’s Tutor.
* If a student does not hand in the work within the 24 hour timeframe they will automatically receive an academic detention.
* A teacher should contact a Head of Year to inform them of the requirement for a student to attend academic detention. The Head of Year will then inform the parents of this requirement.
* Students will work on the assessment not submitted during the academic detention and will hand this in to the supervisor at the completion of the detention.
* In practical subjects e.g. Art where specialist facilities may be required the Head of Faculty or a member of that Faculty will supervise the student for the detention as they complete their practical work. The student will report first to the academic detention room and be sent from there.
* Academic Detentions are held on Wednesday and Friday afternoons from 3.00pm until 4.30 pm in the Flexible Learning Space in the Library.

**Reporting**

Reporting to parents on a child’s progress is the final vital component in the teaching/learning cycle. All staff are required to ensure that their marking and therefore feedback to students is up to date and completed in a timely manner. All staff are also required to keep an accurate and current record of student results to which they can easily refer at reporting times. It is imperative that teachers contact parents immediately if a student has failed to complete and hand in work by the due date. For information on reporting on students with learning disabilities, please refer to the Special Needs policy document.

**Evaluation:**

This policy will be reviewed as part of the College’s three-year review cycle.

**Appendix A**

**Assessment Appeals Panel**

**Purpose**

The purpose of the Assessment Appeals Panel is to provide a forum for a student who has received a zero (0) as a result of not handing in work by the due date, to make an appeal to allow for late submission outside of the policy guidelines. This allows fair process if the student has a reason that is judged by the panel to be reasonable, to submit work after the due date.

**Process**

The student should lodge an appeal within a day of receiving the zero grading. This is to be done, in writing, through the relevant Head of Faculty.

The Head of Faculty should notify the Head of School who then calls the panel together. This should happen within three working days of the appeal being lodged.

The student has the right to bring another person as support, to the Panel hearing. This could be another student, Tutor, Chaplain, parent etc.

The panel should inform the student the next day after it meets, in writing of their decision, outlining the reasons for either declining or upholding the appeal. When upholding the appeal, the letter should inform the student of the new date by which the work is to be submitted.

**Make up of the panel**

The panel shall consist of;

* + relevant Head of Faculty
  + relevant Coordinator (NTCE or IB)
  + Head of Senior School – Chairperson

If the panel cannot reach a consensus then the Head of Senior School and the Director of Studies will make the final decision.

**Appendix B**

Following is the form to be completed and lodged with Main Reception for a student on Academic Detention. Copies of these forms are available in Main Reception, Staffroom and online on the Staff Intranet.

**Academic Detention**

Student Name

Assessment item not submitted:

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| --- |
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|  |
|  |
|  |
|  |

Signed

Teacher Name

Date

Work returned on completion of Detention

Detention Supervisor

Please print and sign name

Date